Welcome to Fundamentals of Clinical Psychology!

When & Where: This course will meet on Zoom on Tuesdays and Thursdays (6:00pm-7:20pm).

Course Website: Brightspace will be used for posting course material.


Course Description:
This course provides a broad introduction to Clinical Psychology. Over the term we will learn about the history of the discipline as well as current trends in the field, explore in depth the varied activities of clinical psychologists: assessment, intervention, prevention, research. We will also explore subspecialties within the field (e.g., forensics). Throughout the course we will pay attention to the ways in which research informs clinical practice, attend to ethical considerations within the varied activities of clinical psychologists, and discuss how diversity factors are attended to within each domain of clinical psychology.
**Learning Objectives.** By the end of this course, you should be able to do the following:

1. Describe the role of clinical psychology in health care within the Canadian context.

2. Ability to critically think about the evidence for different assessments, interventions, and prevention for mental health.

3. Understand the range of opinions represented by the clinical psychology profession and ongoing debates.

4. Appreciate cultural and diversity-related factors in the field of clinical psychology, both the efforts that are being made to promote the cultural competence of clinicians and the gaps that remains to ensure that the field is adequate addressing diversity.

5. Work effectively with a diverse group of individuals and build a sense of community with fellow students.

6. Confidently share ideas and opinions with peers.

**Course Evaluation:**

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Date</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>Weekly</td>
<td>10%</td>
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<tr>
<td>Class Participation (Zoom &amp; discussion boards)</td>
<td>Weekly</td>
<td>10%</td>
</tr>
<tr>
<td>Short Assignments or Presentation option</td>
<td>Due by 11:59pm on Sundays / Nov 3 or Dec 1</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>Oct 20.</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Dec 3.</td>
<td>25%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>Paper topic due on Oct 8. Paper due on Nov 19.</td>
<td>20%</td>
</tr>
<tr>
<td>Optional - research participation</td>
<td>Dec 3.</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Grading Scale:** (I will round up final grades of .5 or higher)

- **A+** (90-100%)
- **C+** (65-69%)
- **A** (85-89%)
- **C** (60-64%)
- **A -** (80-84%)
- **D** (50-59%)
- **B+** (77-79%)
- **F** (0-49%)
- **B** (73-76%)
- **B -** (70-72%)

**Grading.** The goal of a course is to learn. *If you are not interested in learning about clinical psychology, this is not the right course for you. You will be unhappy with the number of assignments in this course and I advise you to reconsider whether to take the course now. For those who are taking the*
course to learn about clinical psychology, I strongly encourage you not to preoccupy yourselves with grades and numbers. As you know from your statistics classes, evaluation serves as estimations of your progress in learning the course material. I encourage you to consider your grades in courses like the degrees on a thermometer, rather than an absolute entity. The course is set up so that if you are engaging in the learning activities, participating in discussions, and completing your assignments are good grade will follow suit!

Contesting a grade: My advice is to not contest marks unless you strongly feel that you were treated unfairly or, of course, if there was a mathematical error in calculating your grade. If there has been an error in our arithmetic, please let us know and we will immediately recalculate your grade (no written request necessary).

A grade is an indication of how well you’ve learned the material in the course. Unless your work justifies a different grade, asking us to say you learned more than you actually did, goes against the standards of our profession. Moreover, requesting a bump in a grade after the course has ended is unfair to everyone else in the course.

If after careful consideration you still wish to contest a mark, you must submit a request for a re-grade in writing. As a cover letter to the mark-up of your original assignment and submit it me. Your work will first be remarked by the original marker (your TA), as that is the best person to first consider your request. If this marking does not resolve your issue and you still believe your work is incorrectly marked, you may appeal to me. In that case, attach a new cover letter explaining your position to the remarked assignment. Understand that all requests for remarking will result in the entire exam or assignment being regraded. Your overall grade may be raised, lowered, or it may stay the same.

Attendance (10%). Much of the learning in this class will come from active engagement in the material during class time. As such regular attendance on Zoom and participation in break-out rooms is important. Please turn on video when you are using zoom to simulate an in-person classroom. You will be grouped into small “Families” of 4-6 students and an important value in this course is to show up for each other. We recognize that students may fall ill or emergencies may arise, and therefore allow each student to miss two classes without explanation. If you miss more than two, please contact us to discuss how you can make up your participation.

Class Participation (10%) Part of each class will be devoted to small group exercises in your break out rooms. These small groups will be an opportunity to engage with the course material and share relevant insights, knowledge, or experiences with each other. Each group will submit one record of their discussion, which will be marked “thoughtful response” (2 points), “reasonable understanding of course material” (1 point), or not turned in (0 points). You will be reassigned to a breakout group the first class and new breakout groups on Sep 24 and Nov 22 to provide you with an opportunity to get to know more students in your class and expose you to different perspectives.

Discussions will also be posted on BrightSpace to learn from each other and to account for some students will be more comfortable sharing a response after more careful thought in writing rather than in the small groups. Comments will be marked “thoughtful response” (1 points), or “poor/wrong understanding of the content / not turned in (0 points). There will be four posts in total. You can only be graded on one post per question.

Short Assignments Option (10%). Short assignments are designed to provide you with an opportunity to deepen your engagement with the material and consolidate your learning. For each
of the assignments you will be asked to respond to some prompting questions that will be based on or related class material. Students are encouraged to use multiple forms of expression, as appropriate to the assignment (e.g., pictures, written word, video, audio, etc.) Written assignments should be no longer than 300-400 words. Assignments will be graded on effort and quality. You are required to submit 6 assignments for full marks.

**Presentation Option (10%)**: You can choose to do a class presentation instead of six short assignments. This is an opportunity to learn about a topic in greater depth and share your knowledge with the class. It is also an excellent opportunity to practice and get feedback on your presentation skills. You can present alone or up with up to two classmates. **Presentations topics need to be approved by October 8** and presentations should be 15-20 minutes in length.

**Exams (50%)**: Exams will consist of a combination of multiple choice and short answers.

**Final Paper (20%)**: There are several options for completing the paper component of this course:

1) Research paper - complete a brief literature review on an area of clinical research or psychological practice;
2) Policy review paper – review a current area of mental health policy, outlining the key issues and possible future directions as well as the role of clinical psychological research in informing policy development;
3) Ethics paper – choosing a particular population in research or in clinical practice write a paper outlining the key ethical issues based on your understanding of the CPA Canadian Code of Ethics for Psychologists.

*Papers should be 5-6 pages double-spaced, times new roman font, 1” margins all around (not including references), no title page is necessary. All paper topics must be submitted for approval by Oct. 8.* I am more than happy to meet with you at any point as you are developing your paper.

*You will present on your final papers within your break-out groups.* These presentations will not be marked but it will count towards your participation grades. The presentations should be 5-10 minutes in length.

**Research Participation Credit:**

Students in this course may earn up to 2% extra credit toward their final grade by participating in research studies conducted in the Department of Psychology. Each 15 minutes of participation will earn 0.5 credit and up to 4 credits may be counted toward this course, with 2 credits required for a 1% increase in the student's final grade. Thus, two hours of participation would earn the full 2% extra credit. For details on participating in research studies, go to the Department of Psychology web site (web.uvic.ca/psych), click on the Research link near the top of the page, then click on the Participant Pool link at the left of the new page to see instructions for participating in the system. You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course. If you do not wish to participate in research studies for some reason, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may contact your course instructor no later than the eighth week of class (by Oct. 26) to arrange for an alternative option involving written assignments.
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<th>Readings</th>
<th>Reminders</th>
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<td>1st break-out groups assigned</td>
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<td>September 15, 2020</td>
<td>Evolution of Clinical Psychology</td>
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<td>October 15, 2020</td>
<td>Integration &amp; Clinical Decision Making</td>
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<td><strong>Midterm 1</strong></td>
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<td>October 22, 2020</td>
<td>Intervention – Overview</td>
<td>Ch. 11</td>
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<td>October 27, 2020</td>
<td>Adults, Couples, &amp; Families</td>
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<td>October 29, 2020</td>
<td>Adults, Couples, &amp; Families continued &amp; Student Presentations</td>
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<td>Children &amp; Adolescents</td>
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<td>November 5, 2020</td>
<td>Elements of Change</td>
<td>Ch. 14</td>
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<tr>
<td>November 10, 2020</td>
<td>No class</td>
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<tr>
<td>November 12, 2020</td>
<td>Subspecialties</td>
<td>Ch. 15</td>
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<tr>
<td>November 17, 2020</td>
<td>Prevention</td>
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<td>November 19, 2020</td>
<td>Current Controversies and New Directions</td>
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<td>Final paper due</td>
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<td>November 24, 2020</td>
<td>TA or Guest Speaker Presentation /&amp; student presentations</td>
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<td>November 26, 2020</td>
<td>Final Paper Presentations in Break-out Groups</td>
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<td>December 1, 2020</td>
<td>TBD / Other Topics in Clinical Psychology</td>
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<td>December 3, 2020</td>
<td><strong>Midterm 2</strong></td>
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<td><strong>Midterm 2</strong></td>
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Preparing for Class:

- All exams will be based on the assigned reading material and the material presented in class. Sometimes additional material not covered in the text will be presented in class. Therefore, it is to your benefit to attend class regularly and to take notes.
- **Timeliness:** Please ensure that you complete your assignments in a timely manner. You will have one week to participate in online discussion forums (the deadline for discussion will be clearly marked in the initial prompt). For the final paper, late papers will be docked 10% per day. The Psychology Department’s policy on missed exams is outlined on the following pages.

**Anticipated Course Schedule**

*Please complete the reading of the corresponding text chapters prior to the first date that the material will be presented in class (e.g., read chapter 1 before attending the Sept. 10 class)*

**Important Dates:**

- Sept 25 – Last day for adding courses that begin in the first term
- Oct. 8 – Paper topic due & Presentation topic due
- Oct. 20 – Exam 1
- Oct 31 – Last day for withdrawing from first term courses
- Nov 9 - Nov 11 – reading break no classes
- Nov 26 – final paper due @ 11:59pm
- Dec 4 – Exam 2

**About the Facilitator Cindy Quan** is PhD student in clinical psychology at UVic. She studies the role of culture and family relationship for shaping mental health. In her work, she examines the ways contextual factors, such as immigration can be a resource or risk for adaptation. She is the Student Representative for the Canadian Psychological Association’s Family Psychology Section. In her free time to enjoys hiking, photography, baking, volunteering, and reading.

**Consider each 80-minute class a phone, social media, and browsing free time. Please save your emailing, social media browsing, and other electronic pastimes for after class. Focusing in class allows you to contribute meaningfully to break-out room discussions enhancing your own and other students’ learning.**
Be Well

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.
https://www.uvic.ca/mentalhealth/undergraduate/connecting/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives.
www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.
www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/undergraduate/
UNIVERSITY OF VICTORIA  
Department of Psychology  

Important Course Policy Information  
Fall 2020  

Consult the Undergraduate Calendar for more details:  
https://www.uvic.ca/calendar/future/undergrad/index.php#ad09dad7a30f7001af74eb2  

Prerequisites  

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites ARE NOT exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.  

The prerequisites for PSYC 365 are PSYC 201 & PSYC 260.  

Program Requirements  

For more information see the UVic Calendar September 2020.  

Registration Status  

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.  

Commitment to Inclusivity and Diversity  

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.  

In the Event of Illness, Accident or Family Affliction for Academic Concessions (See UVic Calendar, September 2020)  

If you miss an exam:  

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).  

What to do if you require additional time to complete course requirements  

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.  

OR, you can download the Request for Academic Concession form here:  
http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf  

Policy on Academic Integrity including Plagiarism and Cheating  

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic
integrity. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar.

**The definitive source** for information on Academic Integrity is the University Calendar [https://www.uvic.ca/calendar/future/undergrad/index.php#policy/Sk_0xsM_V?bc=true&bcCurrent=08%20%20Policy%20on%20Academic%20Integrity&bcItemType=policies](https://www.uvic.ca/calendar/future/undergrad/index.php#policy/Sk_0xsM_V?bc=true&bcCurrent=08%20%20Policy%20on%20Academic%20Integrity&bcItemType=policies)

**Other useful resources on Plagiarism and Cheating include:**

1. The Study Solutions Office: [https://www.uvic.ca/services/counselling/success/study/index.php](https://www.uvic.ca/services/counselling/success/study/index.php)
2. The Ombudsperson’s office: [https://uvicombudsperson.ca/tips/plagiarism/](https://uvicombudsperson.ca/tips/plagiarism/)